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ABSTRACT

The Valley View 45-15 Continuous School Year Plan, begun by the Valley View School District 96, Lockport, Illinois, in June 1970, calls for each student to attend school 45 schooldays and then have a 15-schoolday vacation. Thus, only three-fourths of the entire student body is in school at one time, resulting in a 33% increase in classrooms available. From baseline information, the following conclusions are drawn: 1. One-third more classroom space is available immediately through the plan; 2. Immediate savings of up to 5% per pupil can be gained; 3. Educational benefits accrue when overcrowding or double-shifting is prevented; 4. The community can learn to support four short vacations at four different times during the year; 5. If a systems approach is used and a good organizer is responsible, student scheduling can be done in 2 or 3 months on a budget of about $1 per pupil; 6. Most teachers will take a year-long contract; 7. Basic research objectives can be reached more easily if they are part of the "formative" evaluation; 8. Teachers are generally willing to try a year-round operation; and 9. Support for the plan is given by economy minded taxpayers. Among the recommendations ar e that districts that are contemplating such an operation allow at least one year for planning, and that nongraded or individualized instruction be used to solve scheduling problems. (DB)

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YEAR-ROUND SCHOOLS
THE 45-15 PLAN

No. 27 in the Series of PREP Reports

AA 000 731

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No. 27 in the Series of PREP Reports

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education

National Center for Educational Communication

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YEAR-ROUND SCHOOLS—THE 45-15 PLAN

In 1969 and 1970 Valley View School District #96, Lockport, Ill., laid plans to revise its school year calendar so that its school buildings would be able to serve more pupils. The new calendar, called the 45-15 Continuous School Year Plan, has schools open all year long. The plan is educationally sound, financially desirable, and legally possible. Through this plan, the school district anticipates a savings in building construction costs, a longer working year for some certified and noncertified employees (with corresponding increases in income), and quality education for the students.

The 45-15 Plan calls for each student to attend school 45 schooldays and then have a 15-schoolday vacation. By staggering the entrance dates for about one-fourth of the students every 15 schooldays, the first group to enter completes its 45 days of learning and starts its vacation the day the fourth group enrolls. Fifteen schooldays later, when the first group returns, the second group commences its cation—and so on throughout the year. Thus only three-fourths of the entire student body is in school while the other one-fourth is on vacation.

Through this plan the number of classrooms available is automatically increased by 33 percent without any additional construction. This allows the district to educate up to one-third more students without double or split shifts, overcrowded classrooms, or the many other undesirable arrangements schools which have outgrown their capacity have been forced to use. The schools are in continuous operation except for Saturdays and Sundays, all Illinois legal holidays, a week at Christmas and Easter, and about 2 weeks in June-July for major maintenance and attendance adjustments in preparation for the succeeding year's calendar.

All District #96 students (about 6,000 in kindergarten through grade eight) are placed in one of four groups (A, B, C, or D), according to the neighborhood in which they live. Unless the parents request differently, all children in the ..me family are placed on the same attendance ..iedule, even though the children may be at different grade levels or at different buildings. In a calendar year each group attends classes 180 days—four sessions of 45 days per session. The four groups always stay in the same order of rotation. Before each group begins school under the new plan, the teachers and staff members attend a 4-day Teacher Institute.

Figure 1 shows the startup plan with time scheduled for the four Teacher Institutes. Figure 2 shows the continuation of the plan through August 1972.

Classrooms, building administrators, library and resource center staff members, cafeteria and custodial employees, and buses have been scheduled on a year-round basis. Because of the size of the pupil population, class schedules, and the school calendar, electronic data processing facilities are necessary to the scheduling procedures. The schedule provides for special education pupils, pupils who transfer into District #96, and pupils who may be retained or advanced. Kindergarten classes are provided on a two-shift-per-day schedule. Provision has also been made for emergency school closing days.

Pupil Scheduling

Naming the students and families to be in each group was done by taking small geographical areas and putting all families in the area in one attendance group. Each area was called a *census unit*. Prior to experimenting with various possible census units, a house-to-house canvass was taken by volunteer groups to get the most

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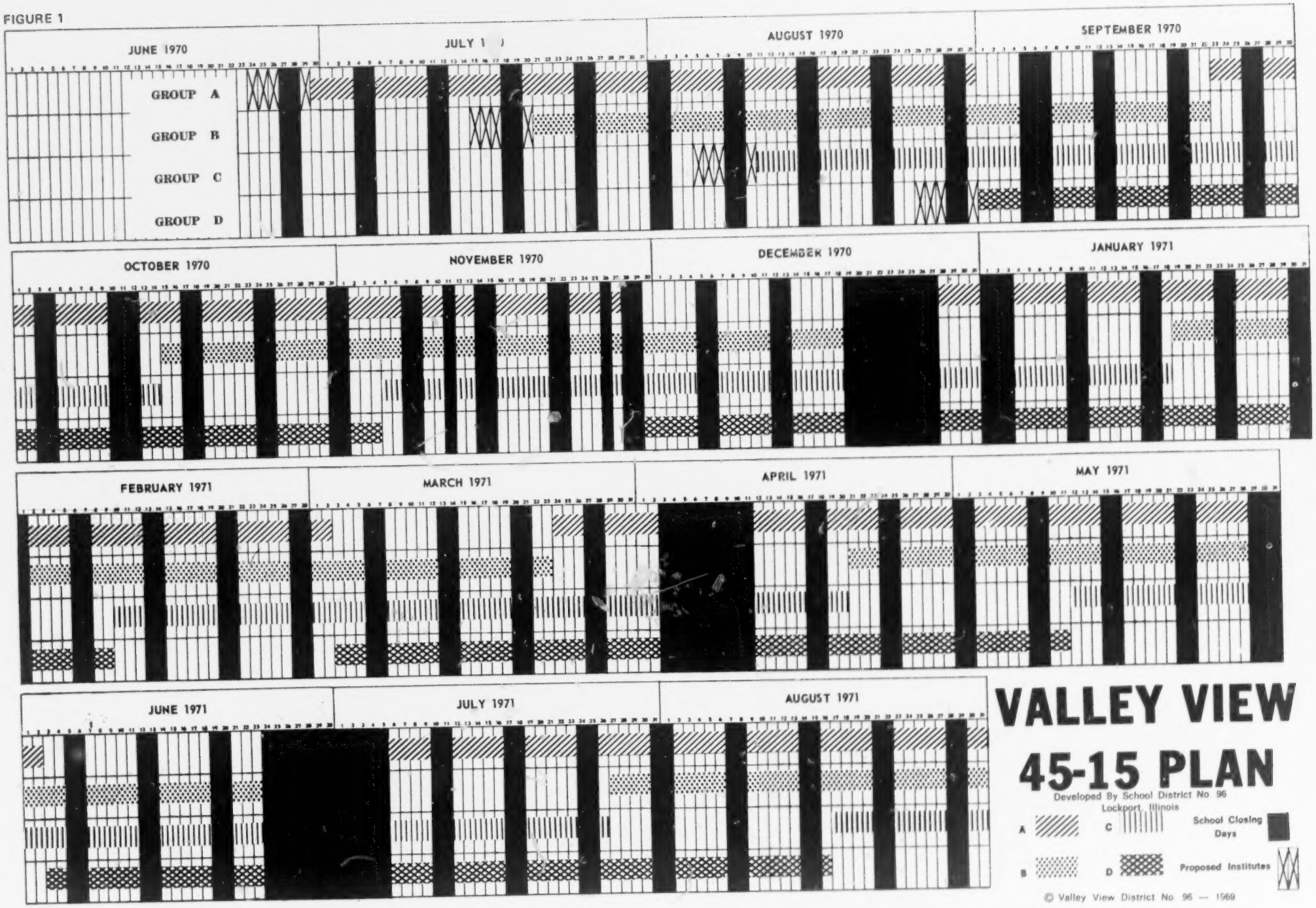
Note.— This PREP report was adapted from materials written by the following persons who were involved in the development, implementation, and evaluation of the Valley View 45-15 Continuous School Year Plan: James R. Gove, Assistant Superintendent, and J. Patrick Page, Research Director, Valley View School District #96; William M. Rogge, Director, Valley View 45-15 Evaluation Project; Robert M. Beckwith, Manager, Education Department, Illinois State Chamber of Commerce; and James D. Bingle, President, Board of Education. Permission was kindly granted for the use of copyrighted materials on the plan included in this report.

FIGURE 1



VALLEY VIEW

45-15 PLAN

Developed By School District No. 96
Lockport, Illinois

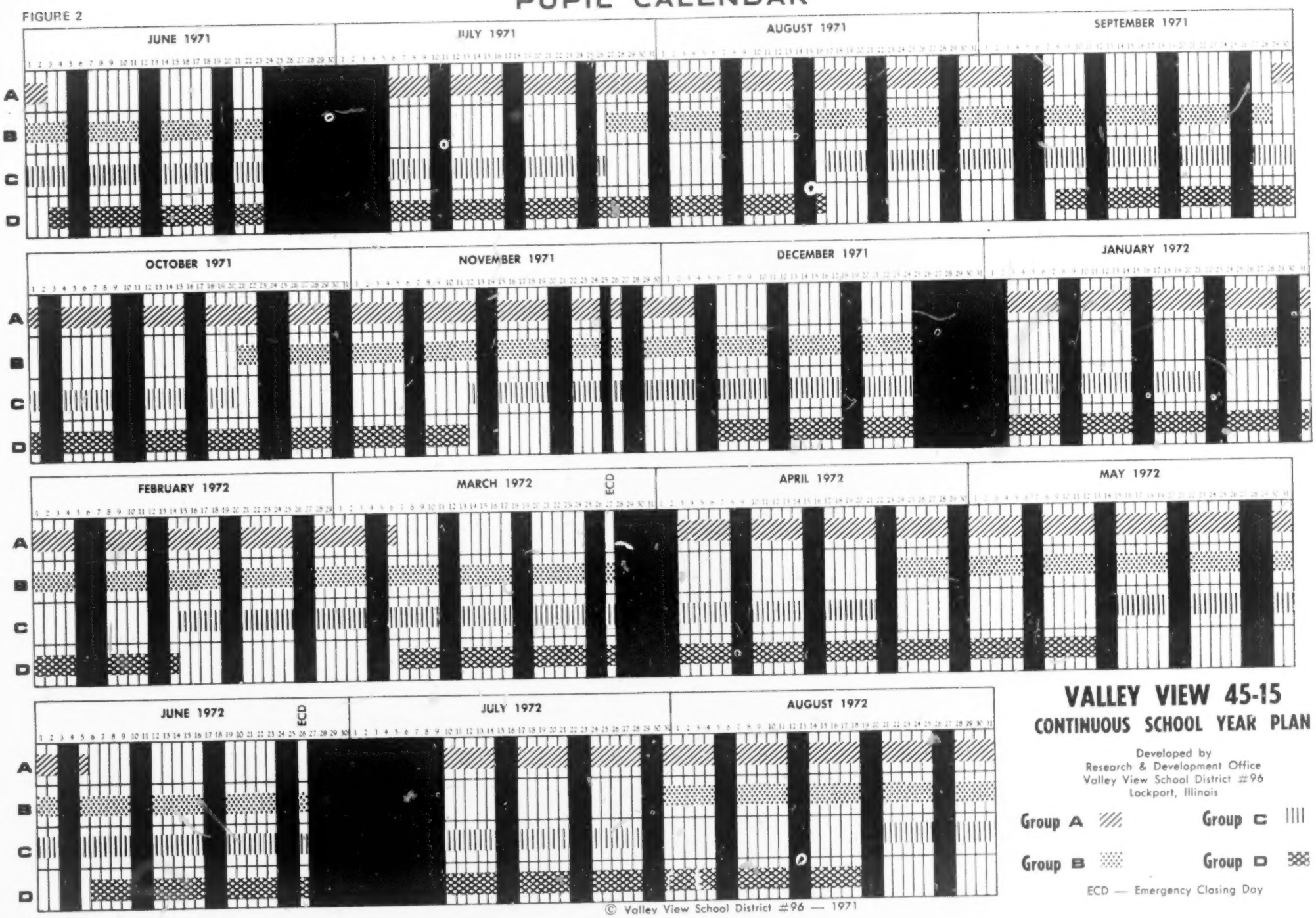
A C School Closing Days

B D Proposed Institutes

© Valley View District No. 96 — 1969

PUPIL CALENDAR

FIGURE 2



VALLEY VIEW 45-15
CONTINUOUS SCHOOL YEAR PLAN

Developed by
Research & Development Office
Valley View School District #96
Lockport, Illinois

Group A //// Group C ||||

Group B .... Group D xxxx

ECD — Emergency Closing Day

© Valley View School District #96 — 1971

accurate count possible of school-aged and pre-school-aged children. A modest fee was paid to the canvassers. Actual schedules were then worked out to see what kind of balances were achieved among classes and attendance groups. Possible difficulties can be better seen through an illustration.

Assume that there are 60 pupils at the second-grade level at each of three schools, for a total of 180 pupils. Under the traditional schedule, each school would have two second-grade classes. Under the 45-15 plan, only 45 of these students would enroll on the first day of school, unless some other arrangements were made. At least three possible alternatives exist: (1) Enroll 30 in the first and third groups, and 60 in the second and fourth. (Note that, if 45 students are at one school under the traditional plan, two small classes must be formed or 15 of the students must be bussed to another school.) This solution requires a study on the effect of the other grades, because all children from one family must be kept in one attendance group. (2) Expand or contract age or mental range within a class, thereby shifting some students by grade level. (3) Combine two groups, with the teacher starting with 15 pupils for 15 days, and then joined by 15 additional students from the next attendance group.

The illustration was deliberately chosen as a difficult problem to solve. The actual solution to this type of problem was to adjust census units (in effect, school boundary lines) until a suitable balance was reached.

Once the student scheduling had been accomplished, most other problems could be solved readily.

Teacher Scheduling

Teachers could be employed for just 184 days (180 schooldays plus 4 days of inservice training), or could be given longer contracts—up to 244 days which would mean that the teacher would be employed through all of the days of the year during which pupils attend. Actually, the teachers were given as much choice about length of contracts as possible. As a result contracts varied from 184 days to 274 days for the first fiscal year. Contracts for the first year could go from June 30, 1970, through August 1971. Over half of the women teachers took the minimum contract of 184 days while about 43 percent of the men teachers accepted 274-day contracts. A higher number of the short contracts were issued for teachers in grades one to three, with 61 percent working 184 days.

One innovation created by the teachers made some scheduling problems simpler for pupils and teachers. Three teachers would go together to form a "cooperative," assuming responsibility for 120 pupils but with only 90 in attendance at any one time. About half of the teachers, kindergarten through grade six, adapted this team approach during the first year.

Nonteaching Professionals and Other Personnel

As the administrators were already on 11-month contracts, they were, in effect, given a different kind of responsibility for 2 months. Previously, during the summer months, they used their time away from daily school operations. Now since the school operates through the summer months they kept busy with school duties. Librarians, counselors, special teachers, maintenance personnel, bus drivers, and others were also given longer contracts or were employed for more days each year.

Phasing In

The district had to decide whether to move gradually into the 45-15 Plan or to start three groups at once. They chose a gradual phasing in that extended from June 30 to August 11, 1970, when the third attendance group enrolled. The first group, starting in June, gave up its traditional summer vacation and instead received four 3-week vacations (15 schooldays), one during each season of the year. The last group entered on September 1, 1970. This group not only received the traditional summer vacation but also the four 3-week vacations throughout the year. However, the year's academic work would not be completed until the end of August

1971. The phasing-in procedure, as used by Valley View, is the only feature that clearly treated different attendance groups in different ways, but only for the first year. In contrast, the Becky David School, St. Charles County, Missouri, began three of the four groups at once in order to get in all of the required schooldays. This must be contrasted to the "staggered quarter" plan in which one-fourth of the families receive "unfair" treatment by being assigned to winter vacations. In addition, if Valley View had wanted to solve the extra problems of starting three groups at once, then even that differential treatment would have been removed. However, the principals unanimously reported that the gradual phasing-in made the opening day of classes the easiest that they had ever experienced. They had about a fourth of the opening day enrollment of the previous year.

Classroom Scheduling

Each principal and his staff were faced with a choice of three or more options in the assignment of classrooms to teachers and pupils. Under the "cooperative" plan three teachers would have three classrooms to use as they wished for 120 pupils, 90 in attendance at any one time. If a teacher had a 184-day contract, then she and her pupils would go on vacation at the same time, but come back to a new classroom because the classroom they vacated would be taken up by the next attendance group that returned when they went on vacation. If a teacher had a 244-day contract and was not part of a cooperative team, then she could remain in one room but would receive a new group of students for each quarter. Another possibility would be for her to be assigned other duties, such as substituting during the 15 days her pupils were on vacation. All of these alternatives actually were used, plus some others.

Other Considerations

Many other decisions had to be made to complete the scheduling of pupils and staff, such as:

- All children from a family were to be in the same attendance group.
- A census unit should respect the sociological dimensions of a neighborhood.
- Pupils within walking distance of a school should attend that school.
- Pupils should remain at one school for a year.
- Class size should vary no more than in previous years.
- Elective courses at the junior high school should be equally available to all attendance groups.
- The transportation policy would remain basically the same for the first year of operation.

Legal Dimensions

Two bills were passed by the Illinois legislature that made the 45-15 Plan legally possible and practical.

House Bill 1525 provided a means for the district to receive State aid for operation during the summer months.

Senate Bill 1438 made it possible for a school district to operate for 12 months, with necessary adjustments in pupil attendance and teacher contracts. Following is a copy of a communication from the State Superintendent of Public Instruction clarifying the Illinois legislation that directly applies to the 45-15 Plan.

Method of Distributing General State Aid to Districts on an Approved Twelve-Month Calendar

House Bill 1525 was passed by the Seventy-Sixth General Assembly and was signed into law by the Governor on August 18, 1969. The law authorizes the Superintendent of Public Instruction to determine the General State Aid apportionment to districts that operate on an approved twelve-month calendar in accordance with Section 18.8 of The School Code of Illinois as near as may be applicable. The following procedure will follow in a school district which operates

on an approved twelve-month calendar during 1970-71.

I. General State Aid payments in 1970-1971 will be computed on the following basis:
   1. The best six months' average daily attendance for the 1969-1970 school year
   2. The 1968 assessed valuation of the school district

II. For the 1970-1971 school year, attendance shall be maintained for each tract. In order to compute the average daily attendance for a month, the total days of attendance shall be divided by the number of days school was in session for that month. The average daily attendance for the best six months of the fiscal year will be the initial basis for the 1970-1971 State Aid Computation. Inasmuch as approximately seventy-five percent of the pupils are enrolled at any time, the best six months' average daily attendance will be multiplied by four and divided by three to determine the district's weighted best six months of average daily attendance. The average daily attendance for pupils in grades 9-12 will be multiplied by 1.25 in the State Aid calculation.

III. General State Aid will be distributed to approved school districts in the following manner:
   1. The first General State Aid payment may be vouchered to the State Auditor immediately following the final approval of the Common School Fund appropriation in an amount equal to approximately one-sixth of the district's General State Aid Claim entitlement for 1970-1971
   2. Beginning September 1970, payments will be made to approved districts in the same manner as General State Aid payments are made to all districts in the State of Illinois; these payments shall reflect any prior reimbursement.

A bill was introduced on April 22, 1970, into the Illinois State Senate by Senator Bilbert to amend Chapter 122, Paragraphs 10-19.1 and 10-20.12 of the school code to allow for a full school year for one or more schools in a district. It was signed into law by Governor Ogilvie on June 29, 1970, the day before the school began the 45-15 Plan. The legislation read:

> Any school district may, by resolution of its board, operate one or more schools within the district on a full year school plan approved by the Superintendent of Public Instruction. Any board which operates under this Section shall devise a plan so that a student's required attendance in school shall be for a minimum term of 180 days of actual attendance, including not more than four institute days, during a twelve-month period, but shall not exceed 185 days. Under such plan, no teacher shall be required to teach more than 185 days. A calendar of 180 days may be established with the approval of the Superintendent of Public Instruction.

RESEARCH ON USE OF YEAR-ROUND SCHOOL PLANS

Many descriptions are available about early programs such as those put into operation by Bluffton, Indiana[1]* (1904-15), Newark, New Jersey[2] (1912-31), Nashville, Tennessee[3] (1927-32), Aliquippa, Pennsylvania[4] (1928-38), and Ambridge, Pennsylvania[5]. In each of these, the regular curriculum was extended into the summer months, with some measure of compulsory attendance. In contrast is the far greater number of school systems that have moved into summer programs with voluntary attendance and with remedial and enrichment objectives. Generally, these programs have only employed part of the faculty and used only part of the physical facilities. They added to overall school costs and have been justified in terms of improving the equality of educational services. Actual use of the year-round school calendar occurred on July 1, 1969, in a single school, the Becky David School of the Francis Howell Public School District in St. Charles County, Missouri.[6] Valley View School District, however, is the first to use it systemwide. The importance of the "equal" treatment for all families seems evident when reviewing the history of many other year-round operations that have ceased. Schoenfeld and Schmitz[7] concluded in their review that one of the major deterrents has been the unfairness felt by the community when one-fourth of the families must take winter vacations as required in the staggered quarter system, the most used pattern for year-round operations by public schools until many efforts to extend the school year to 200 or more regular schooldays. Ralph Kimbrough,[8] in a recent conference on the extended school year, completely dismissed the staggered quarter plan with this remark, "With the multitude of year-round plans available today, the traditional four-quarter plan is one of the most unworkable plans proposed. I no longer consider it a feasible plan."

Since all earlier experiments in year-round school operations, other than voluntary attendance summer programs, have gone out of existence, it seems optimistic to hope that those beginning now—such as the program at Atlanta, Georgia, or in Nova High School, Fort Lauderdale, Florida—are assured of permanence unless left on a voluntary basis.

It is difficult to draw many firm conclusions about these efforts that would be good guidelines for school districts today. Many of the conclusions drawn by others are obviously laden with prior points of view and not on good evidence collected about the programs. Yet the various accounts can be gleaned for some tentative conclusions:

1. Since compulsory attendance, year-round programs have not become institutionalized, the few earlier experiments must be judged as idiosyncratic illustrations. Some special or unique features contributed to the creation of each program. Once these disappeared, the programs ended. It is not even clear from the historical accounts what these features might have been. Thus, though needs for classroom space and shortage of funds are often cited as the chief causes of the Aliquippa and Ambridge programs, other districts faced similar shortages but did not move to a year-round operation. More than financial stress was involved.

2. With the possible exception of the Newark program, rigorous evaluation designs were not applied to the earlier year-round programs. One critical review[9] summed up the literature as reporting ". . . very little factual data" and providing "little evidence to condone or condemn year-round school operation." However, more useful information is being collected now, such as on the program in Missouri.[10]

3. The concepts and terminology are mixed and confusing. Some writers view a year-round operation as a broad, even fundamental concept, worthy enough to serve as a central, organizing theme. Other writers see all of the ideas as minor extensions of other well-established concepts and practices. A year-round operation, to them, is an application of good management practices, a view expressed in the U.S. Office of Education publication

*See "References" on page 23.

Extended Use of School Facilities.[11] Whatever the terminology, five specific variables or criteria are involved that will define most of the unique features of the various plans so far created:

a. Is attendance mandatory during the whole school year except when a pupil is scheduled for vacation?
b. Is the established curriculum available during all periods of the school year?
c. Can students accelerate their attendance so that they will graduate in less time?
d. Does each family have the same vacation pattern?
e. Is the year divided into two, three, or four parts or periods?

Other variables are also involved, such as whether teachers are on a full-year contract or not. However, the other variables seem less related to the terminology problems than the first five. The five variables make possible at least 32 different combinations. This probably is the prime explanation for the confusion in terminology.

4. Many different reasons are given by the people associated with the various programs for establishing, maintaining, and ending the programs. The reasons given seem to reflect both the biases of the reporters and some of the true events. Stated explanations vary from strictly financial pressures (which in turn, may explain little, for these pressures flow from many other causes) to concerns for quality improvements in education.
5. More than in almost any other educational innovation introduced into the public schools during this century, the community is a powerful factor in year-round operations. Other innovations do not so clearly affect the family. Many families can be unaware of modern mathematics, addition of school counselors, or the addition of new courses. Many families can be aware of but be little affected by school consolidation or the building of school libraries. However, change in school vacation patterns is both highly visible and demanding of family adjustments, sometimes even if the family has no children in school.

PREPARATION FOR THE 45-15 PLAN

Birth of an Idea

The Valley View School District #96 grew out of consolidation of five small, rural districts in 1953, with an initial enrollment of 89 pupils. Since that time the district has grown phenomenally with continual school enrollment crises. These crises plus the drop in the assessed valuation per pupil from $71,083 in 1960 to $23,472 in 1968 prompted the school board in August 1969 to study the problem of crowded classrooms.

There were several courses of action open to the district:

- Allow class sizes to continue to increase
- Lease space in area churches
- Adopt a double shift or split-shift program
- Apply to the Illinois School Building Commission for special assistance
- Use the existing schools in the summer
- Combinations of these

Allowing class sizes to increase was not considered. Double-shift operation was considered an undesirable and temporary measure, not appropriate to a long-term problem.

Application was made to the Illinois School Building Commission for an emergency construction program. (The Commission had been created in 1957 to assist school districts in situations such as Valley View found itself.) However, a backlog of applications from around the State would over-expend the legislative appropriations allocated for the Commission's use.

At the suggestion of the superintendent, the topic of a year-round operation was opened. The board moved quickly, passing a resolution that a full study be made of a staggered plan that would allow just three-fourths of the students to be enrolled at one time. The result was the development and eventual adoption of the 45-15 Plan starting June 30, 1970.

Informing the Community

How was the community to be won over to the idea? Community resistance had clearly doomed all earlier plans eventually.

The district, in informing the public of its intentions, took the position that the 45-15 Plan was "born of necessity." That necessity involved several factors:

- The State of Illinois limited the indebtedness of the district to 5 percent of its assessed valuation.
- Industrial and commercial development in the district had not kept pace with the population growth. Per-pupil assessed valuation had declined sharply and the district had exhausted its legal bonding power.
- In addition to its rapid pupil growth in grades 1 through 8, the State of Illinois required all elementary districts to offer a half-day kindergarten program starting in 1970-71.
- By the end of the 1969-70 school year, the district would already be operating its schools beyond desirable capacities without kindergarten.

The problem of informing the community about the adopted 45-15 Plan was tackled much like a political campaign, with meetings, coffee hours, spot radio announcements, printed materials, slides and tape presentations, and dozens of similar ideas.

Questions on the plan were anticipated and answers provided in a special booklet distributed by the Education Department of the Illinois State Chamber of Commerce. Some of these questions and their responses provide additional information on the plan:

Will learning opportunities improve?

One of the beneficial aspects of the 45-15 Plan is the opportunity for improving the student's educational program. In the 45-15 Plan the child is evaluated every 45 schooldays, or about the same span of time schools presently issue report cards. If it is found desirable to have the student repeat his schoolwork, the school, in consultation with the parents, will enroll the child in the next scheduled 45-day school period which covers the same learning experience. As a result the child does not lose a whole year in his

academic and social development. This same procedure can be utilized in reverse by the fast learner to advance at a pace more appropriate with his abilities.

The 45-15 Plan also offers greater flexibility in curriculum planning. Some subjects are currently "stretched out" or "squeezed into" the present two semesters which in most school districts customarily constitutes a 9-month period. The 45-day learning period provides a more practical time sequence for teaching subjects that fit better into a shorter or longer time span. Specialized subjects might be taught whose content cannot be justified in terms of the present time blocks.

Under the traditional 3-month vacation children have considerable time to forget what they learned. When school commences in September, the teacher must spend several weeks or more reestablishing good study habits and reviewing the work of the previous year. This nonproductive time is considerably reduced with shorter but more frequent vacation periods. By the end of the 3 weeks most children are sufficiently "rested" and mothers sufficiently "frustrated" so as to welcome a return to school.

How will vacation and recreational opportunities increase?

Although many citizens take vacations throughout the year, most families "hit the highway" during the summer. Because of crowded highway and vacation facilities some families remain home to avoid this summer congestion. Now there is encouragement to plan vacations for Florida in the winter, Vermont at maple syrup time, or hiking up the Smokey Mountains in the fall. All seasons of the year become vacation seasons. A redistribution of time for outdoor recreational and camping opportunities can provide a more efficient utilization of park facilities without overtaxing their use during the summer.

Community recreation agencies can carry out a program of activities appropriate for every season and employ full-time, professionally trained personnel to conduct them. Swimming pools, ball diamonds, basketball courts, football fields, ice skating ponds, etc. will be less crowded during the day, thus affording those on vacation more enjoyment and use of these facilities. Private summer camps can become almost year-round camps with an emphasis on outdoor winter sports.

Won't the cold of winter or the heat of summer interfere with vacations or the learning process?

Not necessarily. Heat waves occur in spring and fall and a cold wave in the summer has more than once spoiled a vacation. No conclusive evidence has been produced to show that a child's ability to learn is significantly impaired because of hot or cold weather. If heat were really an obstacle, summer school would not be enjoying increased popularity. Under the 45-15 arrangement no single group of children attends school an entire season during which hot or cold periods are most prevalent. Further, more and more new schools are being constructed with air conditioning.

Will school vandalism be reduced?

A child's maturing process sometimes gets him into mischief. Too often innocent mischief turns into destructive vandalism to schools as they stand vacant during the summer months when all children are on the streets. However, with the presence of many students and teachers at school to see "who dunnit," students on vacation will be less inclined to hang around school without a valid purpose. If school window breakage alone could be cut by 50 percent, it would save millions of tax dollars across the Nation—dollars which could be put to work for educational improvement.

How is the working mother to care for her school child who will be home several 3-week periods?

For that matter, how is the child cared for during the traditional summer vacation? If the mother employs someone to care for the child

nothing has changed, except that she employs someone for shorter but more frequent periods. If she takes a leave from her job during the summer she can now arrange to take only 3 weeks at a time, four times a year. Obviously, her employer's cooperation is necessary to work out this new schedule. It's a matter of exchanging one set of habits for another. Even the high school girl who babysat during the summer can work during the 3-week periods when she, too, is on her vacation.

Is summer employment gone?

Traditionally many youths depend upon summer employment to help provide for their personal and school expenses through the year. Yet it becomes increasingly difficult for high school students to obtain summer jobs in the face of their swelling numbers along with hundreds of thousands of college students who return home looking for summer work.

During the summer of 1970, the United States Bureau of Labor Statistics estimated 2.7 million students between the ages of 16 and 21 were seeking summer jobs, 650,000 of which were unsuccessful. Under the 45-15 Plan students and employers can arrange a sequential employment schedule which would provide year-round employment with a different group of students being employed every 3 weeks and then returning after the next 9-week school interval. While this is an obvious simplification and numerous details must be worked out, it is a definite possibility.

Won't there be an increased workload in keeping school records?

On the surface it would appear more paper work is required with more frequent enrollments, etc. But at each enrollment period only one-fourth of the records are handled at one time. By spreading the workload, the clerical and teaching staffs are not swamped with the entire chore in the fall and again in the spring.

The student is considered as continuously enrolled regardless of whether he is in school or out on vacation. This helps reduce repetitious recordkeeping. Only the enrollment of those who graduate or move out of the district would be dropped.

No longer is valuable educational time lost while teachers and pupils "pack up shop" for the summer or "open shop" in the fall. Even physicians and dentists can appreciate the spread of students' health examinations throughout the year.

Are teachers required to teach year-round?

In Valley View the teacher is provided with several employment options. Throughout the year he can teach 45 class days followed by a 15 schoolday vacation. Or the teacher can teach successive 45-day sessions in various combinations with 15-day vacation periods. The maximum term of employment possible under this arrangement is 11 1/2 months. Compensation is increased correspondingly and gone is the need to hunt for summer employment.

Those teaching 11 1/2 months (244 days) in the Valley View district earn one-third more than under the traditional 9-month (184 days) salary schedule.

Meanwhile, the teacher interested in college work for an advanced degree can make arrangements for a leave of absence during the period of time most consistent with the college term and return to the district at the start of the next 45-schoolday session. It is no longer necessary to wait until the following September to return to the classroom.

According to Valley View officials, the rate of teacher turnover is down from previous years. Of the 240 teachers employed, 98 percent of the men chose to work longer than the traditional school year as did 45 percent of the women teachers.

When can school maintenance be conducted?

Time for school maintenance must be considered by any district embarking upon a year-round plan. With careful forethought and advance planning, most major maintenance projects, disruptive to class sessions, can be cared for

during times all the four groups are not in school. Valley View has three such periods—Christmas vacation, spring vacation, and mid summer when almost 2 weeks are available as the district adjusts its schedule to fit into the calendar of the coming year.

Will there be a loss in State aid money?

State aid will not be lost as it applies to school districts in Illinois. *The School Code of Illinois* now authorizes the State Superintendent of Public Instruction to determine the General State Aid apportionment to districts that operate on an approved 12-month calendar. The average daily attendance for the best 6 months of the fiscal year will be the initial basis for the 1970-71 State aid computation. Inasmuch as approximately 75 percent of the pupils are enrolled at any time, the best 6 months' average daily attendance will be multiplied by four and divided by three to determine the district's weighted best 6 months average daily attendance.

The Office of Public Instruction provided outstanding assistance and cooperation to the Valley View district to effect a smooth financial transition onto the 45-15 Plan. The district received one-sixth of its general State aid entitlement for 1970-71 immediately following the final approval of the Common School Fund Appropriation. This advance payment resolved any financial problems during the initial startup.

Does a year-round plan lower school taxes?

Here is a question for real argument and one most often used to build support for or against year-round operation. The Valley View school board was straightforward with its citizens. It pointed out that the need still existed for additional construction to accommodate enrollment growth. And with inflation school taxes could not be lowered. Rather, a slower rate of tax increase than otherwise necessary would allow the district to maintain and perhaps improve the quality of the present program since the money is spent more efficiently.

In all probability, it will take several years for any real economies to be realized. The most immediate effect is to gain one additional classroom for every three now in existence. The need for additional construction is reduced as well as the cost of debt service, building operation and maintenance, depreciation, etc.

Other economies or efficiencies of operations readily can be realized by reflecting on preceding aspects of the Valley View 45-15 Continuous School Year Plan. With continued inflation school costs throughout the Nation will increase. With the efficient utilization of personnel, space, and equipment, the rate of increase can be reduced.

Could operating schools year-round cost more?

Perhaps the major determinant of whether there are economies to be realized is the objective of year-round school operation. As mentioned earlier, various types of plans have been developed. The objective of some plans is primarily to provide educational enrichment with the opportunity to offer a greater variety of courses. As curriculum expands so does overall cost.

Other plans are intended to promote student acceleration by a reduction of the formal education time from the traditional 12 years or encourage attendance during the summer on a voluntary basis—similar to summer school—but allow the student to take a vacation at another time of the year, or reduce his course load. Still other objectives are possible. School districts with over-crowded classrooms can operate year-round to reduce class size. Antiquated schools built at the turn of the century—now dangerously outdated and saddled with high maintenance costs—can be retired through redistribution of students to adjacent schools.

Depending upon the major objectives, other than efficient utilization of classroom space, it can be very easy for the detractors of year-round school operation to insist costs will be greater. The local school board and its staff must define the scope of the educational program a community wants and is willing to support.

To put the total costs (capital and operational) into proper perspective, they must be compared on a per-pupil basis against the total costs had the district remained on a 9-month year with no change in the quality and breadth of education program.

Some will point out that any saving on capital expenditures is, on a percentage basis, a relatively small item in the school budget and not worth getting "worked up about." Yet even a small percent can mean many dollars—hard-to-get-dollars which, if needed, would be more productive applied toward the education program rather than building more classrooms.

Will the Valley View 45-15 Continuous School Year Plan work in any community?

To be workable, any plan must be tailored to the educational needs and aspirations of each community. The 45-15 Plan, as presently structured, would probably not work in those school districts with small enrollments at each school. Ideally, there should be a sufficient number of students to justify at least one class for every grade level during each 45-day class period.

The 45-15 Plan was tailor-made by and for Valley View—an elementary district, kindergarten through grade eight. It was designed with the major objective of acquiring additional classrooms without resorting to split or double shifts.

The Lockport West High School, to which most of the Valley View students graduate, is now on double shifts. There already is a growing interest to convert the high school to some type of 45-15 Plan. A high school of sufficient student enrollment could adopt many of the basic approaches to the plan but would have additional problems to work out.

FINANCIAL COSTS

The Valley View School District #96 adopted the 45-15 Plan because the district had exhausted its legal limits (5 percent of assessed evaluation) in raising taxes for the construction of new buildings. It is not possible to say what would be the ultimate limits the taxpayers would have imposed upon themselves, but because the legal limit had been reached, the district was forced to consider other alternatives. Double shifts had been tried on a small scale but were disliked by pupils, educators, and parents alike. Some space was gained temporarily by large class sizes, another alternative not acceptable to anyone. Hence, some form of an extended school year became more and more attractive. Initially, at least, saving money was not a prime motive for adopting the 45-15 Plan. Only later did the full implications of possible savings in tax dollars become evident.

Writers on year-round operations have voiced opinions varying from claims of great savings to statements that the intention was to spend more money. W. Scott Bauman[12] made a case for a total savings of almost 12 percent. In contrast, the Fulton County (Georgia) Board of Education issued a document[13] saying that the objective of their plan ". . .is not to save money. . ." but to expand curriculum offerings throughout four quarters, one quarter being in the summer.

Bauman's projections on the staggered quarter plan must be considered optimistic, even unrealistic. His figures showed the biggest savings in salaries of the instructional staff. He assumed that teachers would move from 180 days of instruction to 240 with a salary increase of only 20 percent. It seems highly unlikely that organized teacher groups will settle for anything less than a full 33 1/3 percent. Not unless almost all of public education were to move to year-round operations does it seem likely that the instructional cost per student per day might be reduced by year-long contracts.

Terminology itself may have helped delude writers into thinking that year-round contracts would cost less money per child, when they used the terms "9-month" and "11-month" contracts. Those two numbers are misleading. Most compulsory year-round plans, especially the quarter-based models, actually add *one-third more days of work.* Teachers will expect to be paid accordingly.

Another factor almost never discussed in financial projections is the effect that year-round plans will have on the supply and demand for teachers. Each school system adopting some form of a year-round operation and offering year-long contracts reduce the need for teachers by one-fourth. Unless a district were expanding very rapidly as Valley View is, the teaching force would tend to be made up of older teachers higher on the salary schedule. Again, a long-range trend might counter this because a smaller teaching force might increase the supply and thereby reduce salary schedules. However, it seems that organized teachers will no more let this happen than allow 12-month people to work for less per month than 9-month people.

Bauman's other major projected savings were through reduced capital outlay (4.2 percent), plant operation (1.4 percent), and interest on debt (1.2 percent). These appear to be realistic expectations. Of course, exact projections would depend on depreciation schedules, building costs, interest rates, and other variables.

He assumed minor savings on textbooks and supplies (0.3 percent), insurance and other fixed costs (0.1 percent), and transportation (0.1 percent). He assumed none for administration, plant maintenance, health and food services, and other programs.

Unfortunately, good cost accounting procedures were not used in earlier year-round programs though good figures should be available soon on existing programs. Most early writing shows only subjective conclusions or conclusions without support evidence.

Finally, consideration must be given to another subtle but significant possibility. Taxpayers and legislators want action on their demands for more accountability. Even if the savings on compulsory attendance year-round operations amount to no more than 5 percent attitudes may vastly improve. For example, the voters of the Valley View District approved three referenda in August 1970, by a margin 2 to 1. In contrast, a large majority of referenda

in the Chicago Metropolitan area are presently failing. Perhaps educators can win better voter support by demonstrating through year-round operations that they understand and are responsive to taxpayer demands.

Special Considerations for Valley View

The single major saving for the Valley View School District is the postponement of new construction until the expanding enrollment is absorbed into the classroom space gained by moving to the 45-15 Plan.

On June 26, 1970, the last day of classes under the traditional school year, there were 5,500 pupils enrolled. The district had a stated capacity of 5,290 so there already existed overcrowding. On June 30, 1970, the 45-15 Plan began. The next July 1, 1970, Illinois State law required public schools to offer kindergarten to all families who wanted it for their 5 year-olds (as of December 1 of the school year involved).

This immediately raised potential enrollment by 660, counting each pupil as a half-time equivalent, since kindergarten pupils attend half-day sessions. In addition, the projected increase for grades one through eight was another 600 per year.

In summary, the 45-15 Plan increased classroom capacity from 5,290 to 7,053, or by 1,763 spaces. Total enrollment is expected to be equal to the 7,053 figure by September 1971. This means, in effect, that the 45-15 Plan allowed the school district just a little more than a year in postponed construction, so great is the enrollment growth. Fortunately, the 45-15 Plan will continue to add one-third to the capacity of new classroom space when building must resume. The next school is expected to be open by January 1972. When the actual costs of construction are known, then it will be possible to give a firm estimate on the savings to the school district provided by the 45-15 Plan. Lacking those figures, the following assumptions have been made about possible savings.

Working with the Illinois School Building Commission, Valley View School District is planning a new building with a capacity of 1,125 or the equivalent of 35 classrooms, costing $31,800 each. Adding sitework ($33,390) and movable equipment ($35,000) makes a total of $1,181,390. Assuming interest would raise the total cost ($1.80 to get $1.00) to $2,126,502 over a 20-year period, the average cost would be $101,632 per year.

Without the 45-15 Plan, this building would have been needed for the 1970-71 academic year. This would have meant an extra cost of nearly $81 per pupil for the 1,200-pupil enrollment increase. With the 45-15 Plan, this cost of construction was saved. If the savings are parcelled out over the total school system (6,700), it amounts to about $16 per pupil, or *about 2 percent of the total budget.*

Avid supporters of various year-round operations may be disappointed by such a small percentage figure of savings. However, several additional costs, if managed well, might raise savings to 4 percent or 5 percent.

First, building costs may continue to accelerate. Even if interest rates should drop some in the near future, they will certainly be more than offset by construction cost increases. Hence, reduced construction might save more than 2 percent.

Second, equipment maintenance and replacement can be reduced through careful control. For example, if eight buses were needed during a 9-month year, then six probably would suffice on a year-round schedule. Maintenance would be for more months of the year, but on only six instead of eight vehicles. Of course, the savings on purchasing only six instead of eight buses might not be realized until the need arose. A district with stable enrollment might have to wait until existing equipment wore out.

Third, many school districts pay administrative and maintenance personnel through the year. It is unlikely that districts would proportionately increase administrative costs if they increased the number of pupils served without increasing the number of school buildings used.

Fourth, some savings would be realized in reduced need for textbooks and other instructional materials. Instructional materials would be used one-third more each year and thus face more intense wear and tear. However, replacement is also determined by the outdating of materials.

Valley View School District anticipates some savings in all four of these areas, but only experience will show the actual amount. It is less clear about the direction of two other costs.

Heating in the winter is expensive in northern Illinois. The fuel bill for the schools during 1969-70 totaled $40,291.67, or an average of $6,715.27 per school. In contrast, air conditioning will cost considerably less to operate, but capital outlay is required.

While equipment generally will be less costly, the 45-15 Plan has two characteristics that may raise pupil transportation costs. First, the fourth of the students on vacation are not all located in one locality of the school district. Rather, each neighborhood served by one school has its own pocket of pupils on vacation. Hence, the total distance traveled by the buses is not reduced by one-fourth when the enrollment is dropped by one-fourth. Second, the enrollment for each school is increased by one-third. In effect, this expands the size of the neighborhood served by the school. That third would tend to come from further out and thus be more likely eligible for busing. However, this factor may be less important in Valley View because busing is already used a lot to achieve class size balance.

All of the above conjectures have been summed up in table 1. On the left side are the actual detailed costs for one pupil under a 9-month year. On the right hand side are the projected costs in Valley View when the enrollment has gone up by one-third. It should be noted that an established district with relatively stable enrollment might realize no savings whatsoever by moving to year-round operation and maintaining the existing quality of instruction until 1 or more years had passed. However, if it were to expand the quality of its education, especially by offering more days of instruction, then the projected savings could be immediately realized.

One pleasant aspect remains, however, for supporters of extended-year programs. If a school district is growing in enrollment, and if the debt retirement is great, then a greater savings per pupil will be realized as demonstrated in the table. Thus, for the 1969-70 academic year, the district paid out almost $88 per pupil for debt retirement. Spreading that debt retirement over a third more students would reduce the per-pupil cost to about $66 for debt retirement. In summary, the estimated savings on net current expenditures per pupil would be $10.39 and on other costs, $22.59, for a total of $32.98. The percentages would be 1.6, 16.0, and 4.1, respectively.

Development and Start Up Costs

Converting a school district calendar from the traditional year to an all-year operation obviously requires a great deal of planning and development activity. Valley View, as the first district in the State to attempt such a task, carried a greater burden of time and cost than would be expected in other districts. The major portion of the planning effort, however, was borne by the regular administrative staff to the exclusion of other planning projects which might have normally occupied their time and energies.

There is no way to quantify the amount of administrative cost which should be charged to 45-15 planning. One assistant superintendent spent the major portion of his time supervising the development project. An instructional supervisor, designated as director of research, spent virtually full time in various development activities. Another supervisory-level staff member worked with teachers on teacher contract details for the better part of 8 months.

The development task must, however, be viewed as a total team effort which occupied the primary attention of the superintendent and his staff for about 2 years. Virtually every administrative decision made during that period was weighed against the coming of the 45-15 Plan. Virtually all planning and "bull" sessions on and off the job had the 45-15 Plan as a topic.

Whether this concentration interfered with or enhanced the normal administrative activities in the district is debatable. Evidence seems to favor the latter position.

Identifiable costs that can be directly attributed to the 45-15 Plan development are these:

1. *Air conditioning* - All of the district schools were air conditioned when constructed except for the original (1954) 31-room Valley View School and a 24-room section of

Table 1.—Cost per pupil on two bases of comparison
[Figures rounded to $100]

	Valley View 1969-70 (Enrollment 5,580)		Valley View Under 45-15 Plan (7,440 enrollment)[1]	
	Total	Per pupil	Total	Per pupil
Administration	$ 208,000	$ 37.27	$ 238,000[2]	$ 31.98
Instruction	2,859,300	512.42	3,800,000[3]	510.75
Health	34,200	6.13	45,600	6.13
Operation	389,900	69.87	500,000[4]	67.20
Maintenance	34,100	6.11	40,000[5]	5.38
Fixed charges	163,200	29.25	217,600	29.25
Other (except food)	45,100	8.08	60,000	8.06
Net current	$3,733,800	$ 669.14	$4,901,200	$ 658.75
Transportation	296,400	53.12	390,000[6]	52.42
Debt service	488,400	87.53	488,400[7]	65.65
Capital outlay	(766,000)	(137.27)	(766,000)[8]	(102.96)
	$ 784,800	$ 140.65	$ 878,400	$ 118.06
TOTAL	$4,518,600	$ 809.78	$5,779,600	$ 776.82

1 Assumes enrollment expanded one-third and no inflation.
2 Assumes two additional administrators, one to help with scheduling.
3 Assumes some savings in small equipment and materials.
4 Assumes janitors work fewer hours during vacation periods.
5 Assumes some increase in repairs but not proportionately.
6 Assumes some savings in equipment but this may be optimistic because extended routes may wipe out this difference.
7 Actually interest would drop a bit each year as principal is paid off.
8 An expenditure but not chargeable because it is reflected already through debt retirement.

Park View School. The district had sufficient funds to air condition both schools but decided instead to completely replace the heating system at Valley View with an all-year system of heating and cooling. The cost of that system was $200,000.

The 24-room section of Park View was air conditioned by the summer of 1971 at a cost of approximately $80,000.

Air conditioning is also being provided in several auxiliary areas of the other schools at a cost of about $47,000.

2. *Professional staff committee* - When the district had developed a definitive course of action, a work group was formed from the professional staff. Members of this group were paid $5 per hour and served over a period of 7 months. The total outlay for this effort was $3,000.

3. *Consultant expenses* - The district was greatly concerned about the variety of administrative details that would require attention in the development and implementation of the 45-15 Plan. An outside consultant was commissioned to supervise the scheduling tasks and perform other administrative duties during 1969 and 1970. The total cost of the consultant contract was $17,900 over the 2-year period.

4. *Funded activities* - Several projects relating to the development of the 45-15 Plan were initiated as a result of outside funding. These included:
   a. A feasibility study supported by the U.S. Office of Education through the small grant program administered by the Regional Office of the U.S. Department of Health, Education, and Welfare. The grant was $10,000.
   b. Several small receipts from the State of Illinois to assist in the preparation of information materials. These totaled approximately $1,500.
   c. The research grant from the U.S. Office of Education which supported the design of further research and evaluation to be conducted in the district and the preparation of this report. That grant amounted to $43,800.
   d. A demonstration project conducted under title III of the Elementary and Secondary Education Act to handle visitors to the district. Support of this project through June 1971 amounts to $38,000.
   e. Further evaluation activities, beginning November 1, 1970, conducted under support from the Office of the Superintendent of Public Instruction in the amount of $16,000 through June 30, 1971

In all cases of funded projects, of course, additional time is required by the district staff in supervision and participation.

In addition to the development costs mentioned above, there were other costs less easily quantified which were one-time or start-up expenditures.

Teacher Salary Cash Flow

Many districts, Valley View included, follow the practice of issuing teacher paychecks over 12 months rather than just during the regular school year. The total annual salary is, of course, the same, but the teacher is receiving salary on a regular basis and the district has use of a portion of the salary money into the summer.

Since the 45-15 Plan began its operation in June rather than September of the 1970-71 school year, thenew year payroll for some teachers began in July 1970. This represented no actual increase in salary outlays, but the accelerated cash flow should be viewed as costing the district something in interest on short-term debt (tax anticipation warrants). The actual case, however, was that the State of Illinois agreed to advance State aid payments to help finance this cash flow lag.

First Summer Staff Assignments

The plan chosen by the district to phase in the four pupil groups caused some inefficiencies in staff assignments during the first 30 days of school. From June 30 to July 20 only one-fourth of the pupils (one-third of the new

service level) were in school. A corresponding number of classroom teachers returned to work with these pupils, but in certain cases teaching specialists and supervisory staff were under-utilized in terms of pupil-teacher ratio. Of course, the buildings were open and operating as if all pupils were present. Between July 21 and August 10, the pupil load was at two-thirds of the new operating level, and on August 11 the third group of pupils arrived to bring the pupil load to capacity.

Although costs can be attributed to the under-utilization of staff in this first summer, the district believes that the adjustment period was valuable, not only to the smooth operation of the 45-15 Plan, but also to the educational program in general. Principals reported that they had an opportunity to work with their teachers more effectively than ever was possible under a traditional September school opening. Preparation for the new school year was considered unusually satisfactory.

Opening an Enlarged School System

If a school district enlarges its physical capacity by any means, there will always be an immediate per-pupil cost increase. The 45-15 Plan, in effect, provided the district with two new 30-room school buildings. This new space was provided because it was badly needed, and the district chose to staff and utilize the new space as soon as it became available.

Obviously, when the 1969-70 school year closed on June 8 without that space in use, per-pupil costs were less than the 1970-71 year cost level which reflects the additional space utilization. In this respect, the 45-15 Plan is not different from, say, opening the equivalent new buildings. The school district determines to what extent the new facilities will be immediately utilized.

Had the extra space actually been provided by two new buildings, of course, certain costs would have been far greater. Two new principals, two office staffs, and two custodial crews would have been hired. The new buildings would have required core facilities to serve the classrooms.

It is important to financial analysis of the 45-15 Plan to compare this method of enlarging the school system capacity against other methods of accomplishing the same end effect rather than to compare the 45-15 system against the smaller capacity system it replaces.

On the other hand, it must be noted that these differences are of a short-term nature. The two new principals that were "not hired" at the outset of the 45-15 Plan's operation may appear in the district's administrative organization as instructional supervisors or district office professional staff within a short period of time. It can be expected that the resulting staff organization will be more effective and valuable.

In summary, what initial costs must be borne to develop and implement the 45-15 Plan? These fall into three categories:

1. The cost of people to be devoted to the planning effort: administrators, faculty groups, and outside consultants. In Valley View this total cost was probably some $50,000-$60,000 over a 2-year period or about $10 per pupil. Other districts, certainly within Illinois, can now expect an easier and less expensive job.

2. During the implementation period, costs of preparation and phasing-in. These ranged, under the Valley View approach, from extra custodial time during June to extra teacher costs before pupil loads reached capacity. These costs can be viewed in several ways but did not exceed $50,000. (Actually under Valley View's implementation method, one-fourth of the pupils receive 15 days less instruction and one-fourth receive 30 days less instruction during the first year than under the traditional calendar. This defers some $150,000 in staff cost indefinitely.)

3. Capital outlay modifications to existing facilities—chiefly air conditioning. The building that required air conditioning in the district was difficult to modify. Surveys of costs for air conditioning existing facilities offer varied estimates. From these surveys and Valley View's experience, it would seem that $3,500 per classroom

would be a maximum figure. Less satisfactory installations (window units, for example) could bring that figure to below $1,000.

Valley View did not choose to make other modifications to their existing classroom facilities. If consideration is given to building modifications, it then will be to enhance certain program changes that grew out of all-year operation not as a direct result of the 45-15 Plan.

What, besides initial costs or changes in the instructional program, are new costs due to 45-15 operation? Pupil transportation is a unique example. Even through careful scheduling the cost per transported pupil will increase depending on route efficiences. Further, if new buildings had been built, presumably the pupil transportation load would have been reduced because of the new schools' locations. So, in this case, having fewer schools costs more than having more schools.

Other costs—such as building operation, maintenance, cafeteria, etc.—when compared to their level had new buildings been constructed, are certainly not higher and apparently are somewhat lower than the traditional year allows. In any case, these cost differences are insignificant in the Valley View District and completely subject to the discretion exercised by operating supervisors.

The one possible exception worth further study is the cost of operating air conditioning. The first summer of 45-15 operation did not produce any measurable standards. It is expected that the increased cost of utilities in Valley View during the current year will be between $45,000 and $50,000, although twice that was budgeted. This cost is higher than the cost that would be incurred to heat and light the equivalent additional space during the winter. During the second summer's operation, the district will attempt to monitor these costs and develop standards for continued operation.

CONCLUSIONS AND RECOMMENDATIONS

While posttest and evaluative data are not yet available on the Valley View 45-15 Plan, the baseline information appears to warrant these conclusions:

1. One-third more classroom space can be made available immediately through the 45-15 Plan.
2. Immediate savings (up to 5 percent per pupil) can be gained under these conditions.
   - Enrollment is rising rapidly
   - Debt retirement is high per pupil
3. Educational benefits immediately accrue if overcrowding or double-shifting is prevented.
4. The community can be won over to the support of short vacations at four different times during the year as they learn how to use the time. Those people most strongly objecting are generally critical of the school system.
5. Student scheduling is the toughest administrative problem to solve. However, if a systems approach is used and a good organizer is responsible, it can be done in 2 or 3 months and on a budget of about $1 per pupil. Two factors can ease the problem considerably:
   - Use of individualized instruction
   - Schools with large enrollments

   Student scheduling is made easier with nongraded programs because students can come and go if the instruction is truly individualized. Also, larger enrollments tend to reduce chance imbalances.
6. Most teachers will take a year-long contract if given the opportunity to do so.
7. Basic research objectives can be more easily reached if incorporated into "formative" evaluation. This means that the people involved must *see* "pay-off" from the evaluation activities.
8. Teachers are willing generally to try a year-round operation, especially if given the option on the length of their contract. However, they are quite skeptical of most of the claims made for year-round programs prior to any actual experience with it.
9. The move to a year-round operation wins strong support from economy-minded taxpayers and watch-dog groups. However, a majority of parents are more concerned about the educational outcomes of the program.
10. Any school system can move to a year-round school operation if these three problems are anticipated and planned for:
    - Winning community acceptance.
    - Involving professional staff with all of the specific ramifications of the operation, especially student scheduling.
    - Developing a model or design that does not penalize, in the eyes of the community, certain families.

Districts contemplating some version of the staggered, split-vacation plan will find the following checklist helpful as a guide to planning. The checklist is a series of decisions and questions on a decision that must be resolved before moving on to the next decision.

Decision 1: Should the school board approve a staggered, split-vacation calendar?

- What relief to overcrowding will a one-third increase in space allow?
- What reactions will the community have to the use of double shifts instead of a staggered, split-vacation, year-round operation?
- What legal obstacles exist to a proposed plan?
- What curriculum adjustments must be made if course work is broken into quarters rather than semesters?
- Will teachers accept 12-month contracts if offered on a voluntary basis?

Decision 2: How much planning time must be given to the staff? What date is to be set for implementation?

- Can a full-time person be assigned to the planning?
- How long will it take to explain to the community the implications of the plan?
- Can teachers be given regular inservice training?

Decision 3: Are all grade levels and schools to be involved?

- How will transportation patterns be changed if enrollment sizes are varied among schools?

- What will be the consequences if boundary lines are changed among schools?
- Are some schools, staff, and neighborhoods more receptive to year-round operations?

Decision 4: How is the program to be implemented?

- How are students to be assigned to attendance tracks?
- How are bus schedules to be adjusted every 3 or 4 weeks?
- How are teacher task forces to be formed to make necessary curriculum adjustments?
- What kind of contracts will be used for all personnel?

The following recommendations are made for districts contemplating installation of a staggered, split-vacation, year-round school operation:

1. Allow at least 1 year for planning.
2. Establish a position of a planning director, give him at least 1 year to do planning, and provide a budget of $3-5 per pupil.
3. Prepare a calendar early and have the school board adopt it early.
4. Involve the community in answering *just one* question: "What would you do or what would you recommend for us to do to increase classroom space by one-third?" Let the community think it is their idea. Go to the public with alternatives, which are usually (a) costly building programs, if you have the bonding power, (b) double sessions, (c) 50 or more children in a classroom, or (d) some form of year-round schools. You will be surprised how rapidly the community will agree that year-round schools may be the best solution.
5. Discover the questions by different local groups that cannot be easily answered and establish an evaluation program which will answer them within practical limits.
6. Seek out the person with the strongest objections, listen to him, answer his questions sincerely and honestly, but proceed with the planning according to the temper of the most positive people.
7. Answer all questions by all people carefully and patiently, over, and over, and over.
8. Involve your teachers. Year-round school will be a big change in their lives and yet it promises to be of great financial benefit to them. Let teachers participate in the planning and scheduling; in fact, insist on it. Give teachers as much freedom as possible in selecting the length of their contracts.
9. Give each principal freedom to build any type of staff schedule he desires in his building.
10. Encourage use of nongraded or individualized instruction as a means to solve student scheduling problems and to advance the cause of better education.
11. Be prepared to do most of the hard work of planning but give all of the recognition to the teachers and principals when the program starts because they will do the hard work from then on.
12. Keep the public informed. Once you decide to adopt a year-round school system, don't stop communicating. Let everyone know as each step down the road is taken towards that first day of school. It is of vital importance to retain the confidence of the public.

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CURRENT ERIC ENTRIES ON YEAR-ROUND SCHOOL

The following entries are divided into two categories: those appearing in *Research in Education* (RIE) and those in the *Current Index to Journals in Education* (CIJE). Copies of the RIE documents are available in microfiche and hard copy, at the prices cited, from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014. Articles cited in CIJE are available only from the periodicals in which they originally appeared; however, abstracts of the articles, identifiable through the EJ number included in each entry, appear in CIJE.

Entries from *Research in Education*

Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools. ED 036 886. 48 pp. MF - 65c; HC - $3.29.

The Impact of a Rescheduled School Year: A Special Report Prepared for the Governor and the Legislature of the State of New York. ED 040 234. 164 pp. MF - 65c; HC - $6.58.

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